DOCUMENT RESUME

ED 186 307 SO 012 537

AUTHOR McClain, Edwin P.
TITLE A Research Perspective on World Affairs Education.
INSTITUTION Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE Mar 80
NOTE 26p.: Paper presented at Annual Meeting of the International Studies Association (Los Angeles, CA, March 19-22, 1980).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Case Studies: Citizenship Education: Community Involvement: *Community Leaders: Educational Objectives: Evaluation Criteria: Foreign Policy: Higher Education: *Leadership Training: Models: Needs Assessment: Philanthropic Foundations: Policy Formation: Private Financial Support: *Research Needs: *Research Projects: *World Affairs

ABSTRACT

The paper assesses four community based world affairs education projects--Columbus-in-The World (CITW), Kettering-Findlay Experiment (KFE), Community International Education Consultation (CIEC), Overseas Development Council, and Kettering Foundation Transnational Dialogues on Food and Development (TND). The objectives of the paper are to assess the contribution of these projects to the theory and practice of world affairs education at the local level and to develop a knowledge base regarding the relationship of citizenship and leadership skills to the foreign policy process. Data are presented for each of the four projects regarding objectives, planning, components, administration, follow-up community activities, problems, participants, and evaluation. Comparative analysis indicated that the projects had certain similiarities (a desire to improve communication between citizens and policy leaders, gain information about the interrelationships of domestic and international affairs, and mobilize constituency leaders for grass roots educational activities) and certain differences (some focused on educational activities, some on community affairs, and some used local workshops extensively whereas others relied on national and international travel study experiences). The conclusion is that educators will develop more effective world affairs programs if they investigate evaluative material regarding strengths and weaknesses of existing programs. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

MAY 15 1980

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Edwin P. McClain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED186307

MARCH 1980

A RESEARCH PERSPECTIVE ON WORLD AFFAIRS EDUCATION

Edwin P. McClain
Charles F. Kettering Foundation

SO 012 537

A paper prepared for delivery at the Annual Meeting of the International Studies Association, Los Angeles, California, March 19-22, 1980

A Research Perspective on World Affairs Education*

Introduction

Beginning in 1973, the Charles F. Kettering Foundation conceived, carried out and supported a series of community-based world affairs education initiatives. The goal of these organizational activities was the, "Development of practical, high-impact models for mobilizing innovative leaders from business, trade, professional, ethnic, and other interest groups for education on critical world order issues."[1] Specific objectives of these programs, of course, varied as did methods used. Outcomes of these organizational activities have yet to be fully examined with the aim of assessing their contribution to the theory and practice of world affairs education at the local community level. This paper represents then a first step toward such as assessment.

Columbus-in-The-World (CITW), Kettering-Findlay Experiment (KFE), Community International Education Consultation (CIEC), and Overseas Development Council and Kettering Foundation Transnational Dialogues on Food and Development (TND) are examined here in an inductive and speculative fashion for the purpose of deriving dependable observations and unconventional hypotheses for guidance of future inquiry. Moreover, we aspire

---

[1] An internal and undated Kettering Foundation memorandum.

*Thanks are due to Phillips B. Ruopp and William P. Shaw who read and commented on an earlier draft of this paper, and to Mary Fran Shepherd who typed it.

to the generation of empirically verifiable knowledge useful to practitioners, and seek to develop and utilize a knowledge base for the purpose of shaping and sharing citizenship and leadership skills vis-a-vis the foreign policy process.

That such citizenship and leadership skills are needed is illustrated by recent world events. Xenophobic, jingoistic and reactive responses of American political leaders and publics to the hostage taking in Iran and the Soviet invasion of Afghanistan underscores, once again, why some of us in the international studies community are interested in local world affairs education activities. Strengthening and sustaining such activities is one way to contribute to the reduction of world tension levels by helping to ameliorate the willingness, even eagerness of American publics and political leaders to seriously advocate the use of force or to use force to cope with acute international insecurities.

Such international insecurities do not, however, constitute our immediate problem focus. Our problematic has at least three elements. First, the opportunities to acquire understandable and accurate information about the interrelationships of domestic and international affairs are not readily available to American publics. Second, there are relatively few alternative mechanisms for sustained and accurate communication between citizens and policy leaders, between citizens and government agencies and indeed, between citizens themselves. Third, there is a dearth of rudimentary knowledge by citizens, policy officials

and scholars concerning citizen preparedness for, awareness of and motivation toward opportunities for sustained participation in world affairs.

The role of this writer with respect to the four educational initiativesdiscussed here was essentially that of a participant-observer and program evaluator. One of the four programs--CITW--was the subject of research undertaken independently of the sponsors, and the remaining cases involved, in varying degrees, appraisal undertaken by this writer as an "outside evaluator," and staff member of the Kettering Foundation.[2]

The Cultural Context

Before describing the essential elements of CITW, KFE, CIEC and TND, including their similarities and differences, it may be useful to discuss, albeit briefly, the cultural context which spawned them and which they sought to shape. Here we aspire to speculate broadly and perhaps boldly about American culture in the late Twentieth Century and identify some underlying forces at work, forces which must be taken into account if the value of the four world affairs education programs are to be adequately understood or appreciated. While many of these cultural forces and trends are known, others are unknown; some are plainly visible, while others are obscure.

---

[2]See Edwin P. McClain "An Assessment of Six Foreign Affairs Programs of Private Voluntary Organizations in the United States, 1950-1979." An unpublished Ph.D. dissertation, The Ohio State University, June 1979.

They are very familiar to most of us, yet we may at times forget about them. Such an exercise can help us to think about the future without confusing symptoms and causes.

First there is a vast proliferation of organizations that are attempting to do good for the society. This is not an unwelcome fact by any means. However, these organizations have staffs and aspirations, and they take on a life of their own, one that includes such basic things as survival and growth, regardless of why they were founded or how successful they have been. The question, therefore, becomes can these important civic organizations share a common history and common fate? Can they learn how to cooperate more effectively? Can they work together to develop a view of the future where interorganizational cooperation is the rule, not the exception?

Second, we seem, as a people and a nation, to be in a period of frustration and disappointment. It is no longer clear that anyone can do anything about anything. An example of such frustration is provided by the recent series in the New York Times on disunity and governance. Perceptions of disarray, malaise, and inefficiency seem to be shared by leaders and followers alike. Hence, the popularity of the question, "Whither America?" While it is clear that these are perceptions, it is equally and sometimes disturbingly clear that they are influential. An American historian, Christopher Lash, recently published a book, The Culture of Narcissism, which catalogues

many of the disabilities of our society. While Lasch may have overstated his case, his work nevertheless paints a vivid and arresting picture of American life in the late Twentieth Century. For a more philosophical view of the private, personal effects of this contemporary malaise, the reader is referred to Robert Pirsig's Zen and the Art of Motorcycle Maintenance.

Third, we live in a time of absolutely astounding information overload and proliferating problems. Ironically, we are information rich and action poor. We are no longer a problem-solving society, but in the view of the historian of the Library of Congress, Daniel Boorstin, we are a problem-creating society instead. The solutions for one problem, in turn, create even more problems, much like the physician who prescribes treatments with unintended side effects. While such problems may become challenges for medical science, the costs to the patient can be and often are dear. Information overload has, in fact, become a problem itself and may, indeed, be a contributing factor to the perception of system deterioration and impending breakdown.

Fourth and finally, through widespread institutional specialization and resulting shifts in the division of labor, we have created a fragmented society with multiple and autonomous organizations that, nevertheless, have interlocking ties. The problem, as defined by the New York Times series, is to develop a coherent approach to strategic policymaking. The presence of competing organizations and actors make contemporary

mobilization efforts very difficult. Great skill, knowledge, and patience are required to solve these problems. Moreover, symptoms and causes are frequently interdependent and almost indistinguishable.

Such contextual factors are endemic to modern life and affect the problems addressed by the programs reviewed here. These trends and conditions effect goal setting and goal attainment. The air is literally full of these intangibles and they crop up everywhere: in corporate board rooms, governmental offices, conferences on volunteerism, and foundation staff meetings. We live in a period without a common world view, or a well defined sense of purpose or mission. It is important for leaders to be competent with respect to these contextual social factors. Organizational activities such as CITW, KFE, CIEC, and TND, however modest or exploratory, have a role to play here. They were cooperative efforts in a society characterized by a large number of autonomous but interlocking actors. Under these conditions, the problem is one of developing strategies of co-leadership to combat problems such as turfdom and fragmentation of effort. We need to admit, in spite of our public rhetoric, that we don't know how to cooperate very well. And we must learn to build bridges across the organized complexity of contemporary American society.

Interorganizational bridge building strategies designed to facilitate goal setting and attainment, problem solving through education and mobilization, and the appraisal of program

outcomes are represented by the four organizational activities described below.

Characterizing the Cases

Columbus-in-the-World was an "action research" program undertaken in 1972 as a result of discussions between the staffs of Ohio State's Mershon Center and the Kettering Foundation. Directed by a political scientist--Chadwick F. Alger--CITW staff used a range of investigative methods to discover the "local linkages" of Columbus, Ohio to the world, and then communicated this information to surveyed international activity sectors in Columbus through short community reports and a slide-audio presentation.

Research in Columbus uncovered a wide array of "international transactions," and also found a number of "obstacles to effective citizen participation" that included: 1) fragmentation of local effort; 2) low visibility of local activity; 3) low aspirations of those involved; and 4) a low sense of responsibility by cosmopolitans to the local community.[3]

CITW's information dissemination helped to create in 1975, in active cooperation with local organizations, a new community organization--the International Council of Mid-Ohio (ICMO)--"to facilitate and stimulate growth and coordination in internationally

---

[3]See Chadwick F. Alger "Foreign Policies of United States Publics" International Studies Quarterly, 21 (2) June 1977. pp 277-318.

oriented activities...to focus interest on local community relationships to world affairs, and...to compile information useful to individuals and organizations with international concerns" (Alger, 1980). The ICMO was, in effect, an unintended outcome of CITW efforts.

An evaluation of CITW outcomes by Alger and his staff revealed movement towards overcoming obstacles to effective citizen participation in the international life of Columbus, particularly through the ongoing activities of ICMO. Also, CITW's idea has been diffused to other American and non-American cities, and the international studies community through a series of written publications, special ISA panels, and oral communications.

The Kettering-Findlay Experiment was a social experiment directed by William P. Shaw which identified and mobilized fifteen community leaders in Findlay, Ohio, for a community-based world affairs education program. This consciousness raising activity relied on a series of educational workshops, plus a three-week crosscultural learning experience in East Africa in Summer 1973 as motivational stimulus for the educational activity undertaken by the leadership group in Findlay.

Follow-up community education activities focusing on development issues were mounted by the local leaders. These activities included lectures, discussion forums, community and teacher workshops, multi-media presentations and personal conversations.

KFE relied on a private, public opinion center and "outside evaluators" from various university research centers to appraise the impact of educational activity in Findlay. Extensive before and after opinion surveys in Findlay and a control community, coupled with more intensive methods were used to guage the short- and long-term community impact. Results of these evaluations are contained in a 26-page public report which was distributed to approximately 6000 individuals and organizations, both nationally and internationally.[4] Today, world affairs education activity in Findlay is primarily informal.

The Community International Education Consultation was a simple, exploratory exercise which brought selected representatives of private world affairs groups together in the winter of 1977 for a two-day workshop, invited them to design a cooperative leadership development project, and assured them access to modest funding to translate project ideas into action, providing they chose to do so.[5] Development assistance groups, world affairs councils and international exchange organizations were invited to participate in CIEC because these organizations do not share a common history in spite of their shared concern with world affairs.

Three leadership development projects, one in Northern and one in Southern California and the other in Massachusetts

---

[4] See William P. Shaw and Edwin P. McClain "The Findlay Story." An occasional paper of the Charles F. Kettering Foundation, Summer 1979.

[5] See Edwin P. McClain "Building Local Competence in World Affairs: An Exercise in Cooperative Leadership Development" delivered at the March 1979 annual meeting of the International Studies Association.

resulted from the CIEC initiative. CIEC sought to develop practical, low-cost leadership training strategies through the involved organizations, to make leadership training a persuasive institutional commitment in the community international education field, and to demonstrate the value of cooperation between different types of organizations working in the field. Each community project had a distinctive "natural history," and a number of lessons were learned by the sponsors, lessons which were communicated to the participants through an evaluation report written by this author.[6]

The Transnational Dialogues on Food and Development was a cooperative effort by the Overseas Development Council (ODC) and the Kettering Foundation (in cooperation with developing country institutions) designed to mobilize grass roots American citizen leaders for an education campaign concerning food and development issues. Three separate and direct experiences in Latin America, West Africa and South Asia were followed by a series of community-based education activities designed to promote a more informed public response to world food and development problems.[7]

Fifty leaders from seventeen states participated in the three dialogues, representing diverse civic and public sectors of American society. Participants were chosen because of their

---

[6]See Edwin P. McClain "Interorganizational Cooperation for Leadership Development: Opportunities and Problems." A memorandum of the Charles F. Kettering Foundation, June 1979.

[7]See Jayne Millar Wood "Transnational Dialogues on Food and Development." New Ways Quarterly publication of the Charles F. Kettering Foundation forthcoming Winter 1980.

association with a wide range of U.S. interest groups and their potential as opinion leaders for making optimum use of the dialogue experience.

The three dialogues, which took place between August 1976 and November 1977, consisted of seminars and field visits in Ecuador, in Mali and Senegal, and in India and Sri Lanka. Participants examined food production and distribution problems, the linkages between these regions and the U.S., food issues in a global context, and U.S. policy responses and options that could assist developing countries in becoming more self-sufficient in food production.

A follow-up workshop, which included participants from each of the dialogues, was held in February 1978 to share experiences and to plan for future educational activities which extended into mid-1979 and included: 1) additional workshops; 2) establishing a seed money fund for specific community projects; 3) publishing related educational materials; and 4) the maintenance of an informal network of citizen leaders and their organizations interested in food and development issues.

Evaluation consisted primarily of direct, third-party interviews with the participants (by this author), and appraisals by TND staff members. Participants reported considerable "private and public" benefits from their experience, and a number of "process lessons" were highlighted by the sponsoring organizations. Today, TND education activity is primarily informal.

Comparing and Contrasting the Cases

There is a need for a variety of world affairs education programs. Because we are interested in improving the problem solving effectiveness of such programs it is useful to ask what do the above programs have in common and how do they differ? Therefore, it is necessary to examine in detail the underlying elements of the programs described above, in particular to examine program goals, the means used to attain these goals, and the evaluation methods used to determine program success or failure. This analytical exercise is facilitated by reference to Diagram 1 which indicates the variables being examined and their interdependencies.

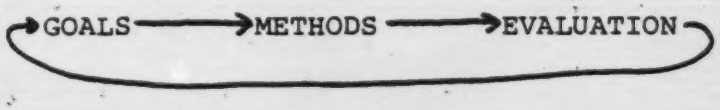

Diagram 1.

GOALS

All of the four programs share, in varying degrees, the sponsor's goal of developing practical, high-impact programs for mobilizing constituency leaders for grass roots educational activities. CIEC brought professional leaders from selected world affairs organizations together for leadership development activities by which it was meant helping local leaders identify and mobilize new constituencies. While KFE and TND clearly sought to mobilize constituency leaders for participation in educational activities, they differ in that KFE aspired

to have a community-wide impact on the opinions and attitudes that residents of one local community held toward international affairs. Increasing the international awareness of the leadership group was, therefore, a central consciousness-raising goal of KFE. No such opinion and attitude change or consciousness-raising goals were specified for local communities affected by the TND program; however, raising the consciousness of the leadership element regarding development issues in the Third World is a common feature of TND and KFE.

Differences in CITW goals compared to those of KFE and TND are reflected in Alger's words, "We do not say: 'We must get more people involved in international affairs.' Rather, we say: 'Everybody is involved in international affairs. We must help them to perceive it.'" Likewise, CITW goals did not involve changing the opinions or attitudes of Columbus residents. Instead, Alger writes, "We do not say: We must help people to acquire international awareness or understanding. We do say that we must help people to become responsible participants by growing out of a condition of nonaware involvement."[8]

The reader is, of course, the ultimate judge of whether or not CITW goals differ substantially from those of CIEC, TND and KFE. However, it is abundantly clear that Alger believes the similarities between CITW and KFE goals are their

[8] See Chadwick F. Alger "Is Effective Grass Roots Participation in World Affairs Possible?" New Ways Quarterly publication of the Charles F. Kettering Foundation forthcoming Spring 1980.

differences. The distinctive feature of CITW was its measurement of the "international transactions" of Columbus, Ohio, and utilization of this "local linkage" information as a stimulus to internationally focused organizational activities. And the goal of collecting such information clearly points to a persistent problem in world affairs, one identified earlier as an absence of understandable, accurate and useful information about the interrelationships between international and domestic-local affairs. Useful information in this context is that which helps people to participate effectively in world affairs.

METHODS

The means used to obtain the above goals also display similarities and differences. CIEC, for example, differed from the other programs in its reliance on a national workshop to design a cooperative leadership development project, and this method was essentially replicated by the individual community projects. Leadership workshops were held in San Jose and Riverside-San Bernardino, and Springfield, Massachusetts. In California, largely middle class leaders from the private voluntary sector were most active in the organizational activities whereas in Massachusetts professional leaders from Springfield's Hispanic community were the primary participants.

TND and KFE, also, utilized the workshop format extensively in preparation for the overseas travel, and for planning and carrying out follow-up activities in local communities. However, the foreign travel study experience remained the central method

by which the leadership was mobilized for participation in educational activities. Direct, in-country experience was both an inducement to mobilization, and a learning base for the substantive messages of the programs. These substantive messages, moreover, focused on development issues generally and food questions in particular. Therefore, KFE and TND shared the same general methodology and substantive focus.

A key difference, however, between TND and KFE was KFE's concentration on one community where intensive organizational activities were carried out. TND chose instead to mobilize a group of national constituency leaders who agreed to engage in educational follow-up in their respective communities. Such communities were defined broadly and do not necessarily refer to local geographic areas. Some TND participants, for example, represented elements of the Washington policy community whereas others represented local labor and farm constituencies. So in the TND case, the organizational activity was rather diffused whereas in Findlay it was highly concentrated.

The social composition of the leadership in TND and KFE was in theory the same (broad interest group leaders) but in practice was somewhat different. Given its larger pool of individuals to draw from, TND was comprised of more diverse and broad-based leadership than KFE. Nevertheless, KFE and TND leaders were carefully chosen within the context of respective program goals and assumptions. Broad interest group leaders, those with identifiable constituencies and not

necessarily foreign policy opinion leaders were chosen based on their abilities to influence the opinions and attitudes of their constituencies on critical world issues.

Methods used to achieve CITW goals were distinctive from CIEC, KFE and TND. Local linkage information depicting the fragmented and uncoordinated nature of international life in Columbus was utilized to mobilize leaders in Columbus for participation in community-based international program activities.. Alger argues that CITW's "bird's-eye view" of Columbus provided the main stimulus to organizational and mobilization efforts through the creation of ICMO. CITW information, moreover, identified concrete individuals actively involved in international activity in Columbus, individuals who, in some cases, were successfully mobilized for ICMO activities.

ICMO was not, as indicated earlier, an intended outcome of CITW. Utilization of local leadership other than for information collection purposes was not an integral element of CITW's original project design. However, the leadership question has since become a critical element in CITW or more accurately ICMO activities.

The social composition of local leaders in Columbus remains that of middle class individuals; however, the functional composition of local leaders is perhaps equally important in comparing and contrasting CITW to KFE, TND and CIEC. That is, leadership mobilized for ICMO activities consisted of people already involved in the international, private, voluntary sector of Columbus,

leaders already involved in international activity sectors of Columbus, such as business, agriculture, sports, etc., and finally, those "transnational cosmopolitans" who are very active internationally but who are very inactive in local world affairs program activities. ICMO has had the most success in mobilizing the first and second type of leaders and little success in mobilizing the third type. Leaders in Columbus were not mobilized because of their influence on the opinions and attitudes of local residents. Instead, they were mobilized because of their involvement in international activities. This is a distinctive feature of CITW compared to KFE and TND.

All four programs are similar, however, in that they have all involved an element of training and skill development for local leaders. This, in fact, was a key rationale underpinning CIEC and figured prominently in KFE and TND.

EVALUATION

A variety of evaluation techniques including participant observation, personal interviews, experimental methods, organizational and opinion surveys, and analysis of secondary materials were used by CITW, KFE, TND and CIEC to determine program success or failure. A key communality, however, characterized the four cases. All of the programs discussed here comprise an exception to the observation that world affairs organizations typically devote few resources to an evaluation of the impact of their programs on American society. While the resource

scarcities that characterize such organizations may help us to understand leadership tendencies to assume their programs are beneficial to society, an absence of careful evaluation severely limits their ability to reallocate resources from ineffective programs into organizational activities which will improve societal problem solving capabilities, and promote organizational health.

Two major differences between the programs is the extent to which they relied on internal as opposed to external methods of evaluation, and their use of experimental as opposed to ethnographic and naturalistic techniques of appraisal. A distinctive feature of KFE, however, was its combination of experimental and ethnographic methods to appraise the value of program outcomes.

A series of interim panel studies were conducted in Findlay by a university research center (in which this writer participated) in 1973 designed to gauge immediate effects of KFE and to feed back useful information to program planners. This assessment was followed in 1975 by James N. Rosenau's analysis of the before and after opinion data collected in Findlay which sought to measure the short-term effects of KFE; this writer then conducted in 1978 a series of field studies in Findlay designed to uncover longer-term impacts on the leadership group and the community attributable to KFE.

CITW's internal evaluation relied almost exclusively on ethnographic and naturalistic techniques which included participation observation by CITW staff; organizational surveys; personal

interviews; the analysis of organizational logs and secondary materials; and an experimental evaluation of an undergraduate international relations course that utilized the local linkage approach.

CIEC's largely external and ethnographic evaluation can be compared and contrasted with TND's internal appraisal; TND relied heavily on participant observation by staff of the sponsoring organizations and informal personal interviews with most TND participants. Evaluation of KFE, CIEC and TND produced a series of "lessons learned" by the sponsors which related to both the substance and process of the world affairs education and mobilization programs.

While the goals of these programs, their methods of operation, and their evaluation have varied considerably, they all have several elements in common. These include the communication of ideas and information, the education of specific groups within certain communities, the involvement and interaccion of a nongovernmental organization with a community, and the evaluation of both the initial concepts and the results of specific programs.

The End and The Beginning

To conclude, CITW, KFE, TND and CIEC provide a starting point for further speculation in the form of predictive hypotheses about world affairs education programs. These hypotheses are drawn from the experience provided by the four cases,

relevant social science research, and any insights which the writer may have gleaned from his involvement in the organizational activities. Mindful of the fact that an infinite number of hypotheses can be drawn from an experiential base as rich and varied as the above programs, our hypothesis generation exercise is limited to eight hypotheses. First, with respect to goal setting, CITW's experience suggests that,

> H_1 If world affairs organizations do not set clear and achievable goals then problems cannot be correctly diagnosed, methods of problem solving will not be effective and criteria for program success cannot be determined.

Second, with respect to methods of problem solving, KFE and TND suggest that,

> H_2 If consciousness-raising of the participants is the goal of world affairs education programs, then a well planned and diversified foreign travel study experience is a sufficient condition for goal attainment.

However, a comparison of TND and KFE program outcomes to those of CITW suggests that,

> H_3 If ongoing education and mobilization activities are the goals of world affairs programs, then a well planned and diversified foreign travel study experience is neither a necessary or sufficient condition for goal attainment.

CITW outcomes also suggest that,

> H_4 If helping people to perceive their involvement in world affairs and to become responsible participants in such affairs are the goals of world affairs programs then local linkage information is not a necessary and sufficient condition for goal attainment unless such information is located in an interpretative context.

To elaborate, it was learned in Columbus that "the data base itself virtually never communicates an impression of the impact of local linkages except to people who are already involved in the international activities," and that the rejection of local linkage information by rationalization and projection by CITW participants were subtle forces operating to reduce the influence of such information.[9] By interpretative context it is meant first, the identification of the impact of global processes or issues on local interest or value positions, and second, the mapping of interest and action coalitions within the community. Woyach makes it clear, moreover, that developing such interpretative contexts and skills go considerably beyond the direct linkage information collected by CITW.

The above discussion also suggests an additional hypothesis, namely that,

H_5 If providing an interpretative context is a goal of world affairs programs then a respected, competent and ideologically neutral community organization is necessary to coordinate and provide skill support for internationally focused activities.

The absence of ongoing organizational activity attributable to KFE and TND compared to the presence of such activity in Columbus suggests that,

H_6 If the goals of world affairs programs are ongoing education and mobilization activities, then the presence of a community organization committed to such goals is a necessary condition for success.

---

[9] See Robert B. Woyach "The Local Linkage Approach to Citizen Education and Mobilization in World Affairs." Paper prepared for the 20th Annual Convention of the International Studies Association, March 21-24, 1979.

This hypothesis suggests that it is critical for world affairs organizations to have a clear idea or plan for how leaders mobilized for education activity will be utilized for future organizational activity? The TND and KFE cases suggest that insufficient attention was devoted to this question. Moreover, these cases, particularly KFE, suggest that the community per se is not an adequate infrastructure for continuing activity.

The distinctive "natural histories" of CIEC community projects suggest that,

H_7 If leaders and potential leaders of community organizations not centrally concerned with world affairs can be mobilized for one issue, then they may learn how to express themselves about other issues and, therefore, tend to participate more frequently.

Finally, with regard to evaluation, it is hypothesized that,

H_8 If world affairs organizations evaluate their education and mobilization programs in a comprehensive, dependable and rational fashion, then their problem solving capabilities and organizational health will be strengthened.

This paper has attempted to shed light on persistent problems characterizing the foreign policies of United States publics through an inductive and speculative examination of four world affairs education and mobilization programs. The cultural context of the programs was discussed, and their goals, problem solving methods and evaluation procedures were compared and contrasted. A series of predictive hypotheses for guiding future inquiry were suggested.

An implicit question underlying this effort is, What makes a good world affairs education program at the local community level?

BIBLIOGRAPHY

Boorstin, Daniel "Did the American Century Really Exist." A conversation in Public Opinion, Vol. 2, Number 2, March/May 1979.

Lasch, Christopher The Culture of Narcissism. W. W. Norton and Co., New York, 1978.

Lasswell, Harold D. A Preview of the Policy Sciences. Elsevier, New York, 1971.

Pirsig, Robert Zen and the Art of Motorcycle Maintenance.